

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

035 Garrett Morgan Academy of Transportation and Engineering

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON PUBLIC SCHOOLS	School: Garrett Morgan Academy
Chief School Administrator: DR. DONNY EVANS	Address: 200 Grand Street, Paterson, NJ 07501
Chief School Administrator's E-mail: devans@paterson.k12.nj.us	Grade Levels: 9-12
Title I Contact: Marguerite Sullivan	Principal: Stanley Sumter
Title I Contact E-mail: msullivan@paterson.k12.nj.us	Principal's E-mail: ssumter@paterson.k12.nj.us
Title I Contact Phone Number: 973-321-2331	Principal's Phone Number: 973-321-2282

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Stanley Sumter  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held \_\_\_\_\_6\_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school comprised \_\_\_\_\_100\_\_\_\_\_% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 47,870.00 which will comprise 100% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***\*Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Katuska Esquiche	Administrator	X	X	X	
Amod Field	Administrator				
William Graulich	School Faculty	X	X	X	
Catherine Forfia	School Personnel	X	X		
Joyce Huntington	School Personnel		X	X	
Lorraine DeAngelo	School Personnel		X		
Cynthia Sanchez	School Faculty	X	X	X	
Alex Mendez	Community Member			X	
William McCrary	Community Member			X	
Yolainy Mendez	PTO			X	
Jose Rebazza	PTO			X	

**SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)***

Tomeia Morales	Parent		X	X	
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## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### Stakeholder/Schoolwide Committee Meetings

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
Sept 18, 2014 Nov 20, 2014 Feb 12, 2015		Comprehensive Needs Assessment	X X X		X X X	
March 4, 2015 April 21, 2015		Schoolwide Plan Development	X	X	X X	
May 29, 2015		Program Evaluation	X		X	

*\*Add rows as necessary.*

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

**What is the school's mission statement?**

Taking its name from pioneering transportation engineer, Garrett A. Morgan, the academy seeks to prepare Paterson's engineers of the future for rewarding technical careers. Teachers at Garrett Morgan Academy give students individualized attention and instruction, while preparing them to compete in a global marketplace. An appreciation for math and science is welcomed at GMA, where students are taught to find solutions to the problems of tomorrow. The vision of Garrett Morgan Academy is to ensure academic success for all students by exploring career options in engineering and transportation. Garrett Morgan Academy provides a challenging educational environment that is conducive to career exploration and lifelong learning with a special focus on transportation and engineering. We are a small caring community of learners who inspire students to challenge themselves, set high expectations, and develop the confidence to achieve their goals "Moving Forward with Seriousness of Purpose."

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. **Did the school implement the program as planned?** Yes As the new Principal of GMA, I had to restructure the entire program and establish a more effective educational environment.
2. **What were the strengths of the implementation process?** The strengths continued to include an even deeper level of accountability on the part of the instructional team. With TeachNJ and AchieveNJ in full implementation, there continued to be a sense of urgency in providing quality instruction.
3. **What implementation challenges and barriers did the school encounter?** Our challenge continues to be the School Choice process which supports students enrolling throughout the year with no regard for the support services offered at this facility. There is no conversation or planning sessions with school leadership and the family before a student is placed here because of social challenges at another location. This is a decision which is made on the District level.
4. **What were the apparent strengths and weaknesses of each step during the program(s) implementation?** There were no weaknesses in the implementation process. We have been involved in this process for the last three to four years as have developed a solid grasp of what needs to be done to address changes and move our school forward.
5. **How did the school obtain the necessary buy-in from all stakeholders to implement the programs?** ? We enjoy a stable relationship with our stakeholders. Everyone directly involved and truly vested in GMA is aware of the expectations we have established for this school community; therefore, buy-in is not a challenge.
6. **What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?** The GMA faculty continues to take great pride in being affiliated with a safe, orderly and effective educational environment and realize that it is such because of their efforts; positive perceptions prevailed. These perceptions were measured by formal surveys as well as formal and informal dialogue through Professional Learning Communities and School Culture Sessions.
7. **What were the perceptions of the community?** What tool(s) did the school use to measure the community's perceptions? Garrett Morgan Academy continues to restructure itself in order to establish a have a solid, authentic reputation in the community; therefore, any programs, plans or initiative we embark upon are fully supported. The level of support from the community can be

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

measured by the willingness of entities in the community to provide assemblies, scholarships, contests to our students as well as word of mouth. Also, by the number of requests we receive for acceptance into our school.

8. **What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?** The programs implemented are on-going and have been in place for the last four years. The programs which are in place are designed by the faculty based upon the research based strategies which they bring to the class. Weekly Professional Learning Communities are scheduled weekly which Based on the needs of the faculty. This year's topics have included: The Power of Our Words, Planning Student Growth Objective (SGO), Co-Teaching Models, Depth of Knowledge and Class Dojo. We established the 200 Grand Street Chapter of the Garden State Scholars. A program which supports "At Risk" male 9th grade students who may be struggling academically and/or socially with the high school experience.
9. **How did the school structure the interventions?** The interventions were and continue to be implemented in required course work, or provided through after school/Saturday programs. Students were offered incentives for participation in the Saturday Scholars Program.
10. **How frequently did students receive instructional interventions?** Students continue to receive instructional interventions daily.
11. **What technologies did the school use to support the program?** Program support came from instructional software such as READ 180, Math Flash, I Need a Pencil.com, student response systems (clickers). All instructional spaces have Smartboard Technology on which teachers have been thoroughly trained.
12. **Did the technology contribute to the success of the program and, if so, how?** Integrating technology in the learning process can provide a sense of comfort and familiarity to students. We attempt to infuse technology as much as possible without affecting critical thinking skills, to support differentiation of instruction to enhance various learning styles. A higher level of student engagement and involvement in the learning process continues to be evident in the learning process.

*\*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### Evaluation of 2014-2015 Student Performance

#### *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12	Number of students=5	PARCC	Students were scheduled for AHSA Language Arts classes and compiled the EPP Folders for submission to the State for fulfillment of the HSPA graduation requirement.	Students were provided with intensive delivery in the areas of major need such as writing and reading comprehension through the AHSA classes. Small group and differentiated instruction were provided to students. Students were able to graduate via the EPP Folders accepted by the NJDOE.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

Grade 8				
Grade 11				
Grade 12	Number of students=12	PARCC	Students were scheduled for the AHSA Math classes and compiled the EPP Folders for submission to the State for fulfillment of the HSPA graduation requirement.	Students were scheduled for the AHSA Math classes and compiled the EPP Folders for submission to the State for fulfillment of the HSPA graduation requirement.

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

# SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

## Evaluation of 2014-2015 Interventions and Strategies

### Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Set and maintain high standards for texts, conversation, questions and vocabulary  Institute for Learning (IFL) protocols and strategies-Model Unit Assessments	NO  NO	Results of the Unit Assessments Results Star Assessments	Star Assessments-Grades 9-12 Unit Assessments-Grades 9-12
Math	Students with Disabilities	Explicit Instruction		Results of the Unit Assessments Results Star Assessments	Star Assessments-Grades 9-12 Unit Assessments-Grades 9-12
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Set and maintain high standards for texts, conversation, questions and vocabulary  Institute for Learning (IFL) protocols and	NO	Results of the Unit Assessments Results Star Assessments	Star Assessments-Grades 9-12 Unit Assessments-Grades 9-12

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		strategies-Model Unit Assessments			
Math	ELLs	Explicit Instruction	NO	Results of the Unit Assessments Results Star Assessments	Star Assessments-Grades 9-12 Unit Assessments-Grades 9-12
ELA	Economically Disadvantaged	Set and maintain high standards for texts, conversation, questions and vocabulary  Institute for Learning (IFL) protocols and strategies-Model Unit Assessments	YES	Results of the Unit Assessments Results Star Assessments	Star Assessments-Grades 9-12 Unit Assessments-Grades 9-12
Math	Economically Disadvantaged	Explicit Instruction	YES	Results of the Unit Assessments Results Star Assessments	Star Assessments-Grades 9-12 Unit Assessments-Grades 9-12
ELA		Set and maintain high standards for texts, conversation, questions and vocabulary  Institute for Learning (IFL) protocols and strategies-Model Unit Assessments	YES	Results of the Unit Assessments Results Star Assessments	Star Assessments-Grades 9-12 Unit Assessments-Grades 9-12
Math		Explicit Instruction	YES	Results of the Unit	Star Assessments-Grades 9-12

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
				Assessments Results Star Assessments	Unit Assessments-Grades 9-12

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### *Extended Day/Year Interventions* – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Read 180/Strategic Reading Grades 9-10	NO	Unit Assessments STAR Assessment for 2014-2015	Student Data Reports from the Star Assessment reflect below status in ELA for 80% Sped students Report Card data which reflect failures in ELA courses Unit Assessments in English which indicates an increase in the number of students falling below grade level
Math	Students with Disabilities	Extended Year Algebra-Algebra 1 Grade 9	NO	Star Assessments Unit Assessments & Report Cards	Student Data Reports from the Star Assessment indicate an increase in the number of Grade 9 students below grade level Unit Assessments in mathematics which indicates an increase in the number of students falling below grade level
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant				
ELA	ELLs	Read 180/Strategic Reading Grades 9-10	NO	Unit Assessments STAR Assessment for 2014-2015	Student Data Reports from the Star Assessment reflect below status in ELA for ELL students Report Card data which reflect failures in ELA courses for ELL students Unit Assessments in English which indicates

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					an increase in the number of students falling below grade level
Math	ELLs	Extended Year Algebra-Algebra 1 Grade 9	NO	Star Assessments Unit Assessments & Report Cards	Student Data Reports from the Star Assessment indicate an increase in the number of Grade 9 students below grade level  Unit Assessments in mathematics which indicates an increase in the number of students falling below grade level
ELA	Economically Disadvantaged	Read 180/Strategic Reading Grades 9-10	YES	Unit Assessments STAR Assessment for 2014-2015	Student Data Reports from the Star Assessment  Unit Assessments in English which indicates an overall increase in the number of students earning higher scores than the previous year
Math	Economically Disadvantaged	Extended Year Algebra-Algebra 1 Grade 9	YES	Star Assessments Unit Assessments & Report Cards	Student Data Reports from the Star Assessment  Unit Assessments in math which indicates an overall increase in the number of students earning higher scores than the previous year
ELA	Grades 9-12	Read 180/Strategic Reading Grades 9-10	YES	Unit Assessments STAR Assessment for 2014-2015	Student Data Reports from the Star Assessment  Unit Assessments in English which indicates an overall increase in the number of students earning higher scores than the previous year
Math	Grades 9-12	Extended Year Algebra-Algebra 1 Grade 9	YES	Star Assessments Unit Assessments & Report Cards	Student Data Reports from the Star Assessment  Unit Assessments in math which indicates an overall increase in the number of students

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					earning higher scores than the previous year

# SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

## Evaluation of 2014-2015 Interventions and Strategies

### Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Institute for Learning (IFL) Protocols and practices: Accountable Talk  PLCs-Topics: The Power of Words, Depth of Knowledge, Creating Meaningful SGOs, Inclusion Teaching, a Co Teaching Models	YES	Evidence from Teacher and Student participation, Lesson Plans, Walkthroughs, Evaluations	Increase in the level of student engagement and evidence of IFL Principles for Learning including Accountable Talk  Increase in standards scores on teacher's evaluations
Math	Students with Disabilities	Institute for Learning (IFL) Protocols and practices: Accountable Talk  PLC-Topics: Math & the PARCC, Creating Meaningful SGOs, Inclusion Teaching, a Co Teaching Models	YES	Evidence from Teacher and Student participation, Lesson Plans, Walkthroughs, Evaluations	Increase in the level of student engagement and evidence of IFL Principles for Learning including Accountable Talk  Increase in standards scores on teacher's evaluations
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	N/A			
ELA	ELLs	<p>Institute for Learning (IFL) Protocols and practices: Accountable Talk</p> <p>PLC-Topics: The Power of Words, Depth of Knowledge, Creating Meaningful SGOs, Co Teaching Models</p>	YES	Evidence from Teacher and Student participation, Lesson Plans, Walkthroughs, Evaluations	<p>Increase in the level of student engagement and evidence of IFL Principles for Learning including Accountable Talk</p> <p>Increase in standards scores on teacher's evaluations</p>
Math	ELLs	<p>Institute for Learning (IFL) Protocols and practices: Accountable Talk</p> <p>PLC-Topics: Math &amp; the PARCC, Creating Meaningful SGOs, Inclusion Teaching, a Co Teaching Models</p>	YES	Evidence from Teacher and Student participation, Lesson Plans, Walkthroughs, Evaluations	<p>Increase in the level of student engagement and evidence of IFL Principles for Learning including Accountable Talk</p> <p>Increase in standards scores on teacher's evaluations</p>
ELA	Economically Disadvantaged	<p>Institute for Learning (IFL) Protocols and practices: Accountable Talk</p> <p>PLC-Topics: The Power of Words, Depth of</p>	YES	Evidence from Teacher and Student participation, Lesson Plans, Walkthroughs, Evaluations	<p>Increase in the level of student engagement and evidence of IFL Principles for Learning including Accountable Talk</p> <p>Increase in standards scores on teacher's evaluations</p>

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Knowledge, Creating Meaningful SGOs, Co Teaching Models			
Math	Economically Disadvantaged	<p>Institute for Learning (IFL) Protocols and practices: Accountable Talk</p> <p>PLC-Topics: Math &amp; the PARCC, Creating Meaningful SGOs, Inclusion Teaching, a Co Teaching Models</p>	YES	Evidence from Teacher and Student participation, Lesson Plans, Walkthroughs, Evaluations	<p>Increase in the level of student engagement and evidence of IFL Principles for Learning including Accountable Talk</p> <p>Increase in standards scores on teacher's evaluations</p>
ELA	Grades 9-12	<p>Institute for Learning (IFL) Protocols and practices: Accountable Talk</p> <p>PLC-Topics: The Power of Words, Depth of Knowledge, Creating Meaningful SGOs, Co Teaching Models</p>	YES	Evidence from Teacher and Student participation, Lesson Plans, Walkthroughs, Evaluations	<p>Increase in the level of student engagement and evidence of IFL Principles for Learning including Accountable Talk</p> <p>Increase in standards scores on teacher's evaluations</p>
Math	Grades 9-12	<p>Institute for Learning (IFL) Protocols and practices: Accountable Talk</p> <p>PLC-Topics: Math &amp; the</p>	YES	Evidence from Teacher and Student participation, Lesson Plans, Walkthroughs, Evaluations	<p>Increase in the level of student engagement and evidence of IFL Principles for Learning including Accountable Talk</p> <p>Increase in standards scores on teacher's evaluations</p>

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		PARCC, Creating Meaningful SGOs, Inclusion Teaching, a Co Teaching Models			

### ***Family and Community Engagement Implemented in 2014-2015***

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night Report Card Distribution School Play Grand Gospel Fest Garden State Scholars Conference	Yes	Sign In Sheets Parent/Student Handbooks Ticket Sales	The family engagement opportunities identified did lead to an increase in awareness by parents of attendance policies and school practices and expectations as identified in the Parent Student Handbook and in the distribution of Student Report Cards
Math	Students with Disabilities	Back to School Night Report Card Distribution School Play Grand Gospel Fest Garden State Scholars Conference	YES	Sign In Sheets Parent/Student Handbooks Ticket Sales	The family engagement opportunities identified did lead to an increase in awareness by parents of attendance policies and school practices and expectations as identified in the Parent Student Handbook and in the distribution of Student Report Cards
ELA	Homeless	N/A			
Math	Homeless	N/A			

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Back to School Night Report Card Distribution School Play Grand Gospel Fest Garden State Scholars Conference	YES	Sign In Sheets Parent/Student Handbooks Ticket Sales	The family engagement opportunities identified did lead to an increase in awareness by parents of attendance policies and school practices and expectations as identified in the Parent Student Handbook and in the distribution of Student Report Cards
Math	ELLs	Back to School Night Report Card Distribution School Play Grand Gospel Fest Garden State Scholars Conference	YES	Sign In Sheets Parent/Student Handbooks Ticket Sales	The family engagement opportunities identified did lead to an increase in awareness by parents of attendance policies and school practices and expectations as identified in the Parent Student Handbook and in the distribution of Student Report Cards
ELA	Economically Disadvantaged	Back to School Night Report Card Distribution School Play Grand Gospel Fest Garden State Scholars Conference	YES	Sign In Sheets Parent/Student Handbooks Ticket Sales	The family engagement opportunities identified did lead to an increase in awareness by parents of attendance policies and school practices and expectations as identified in the Parent Student Handbook and in the distribution of Student Report Cards
Math	Economically Disadvantaged	Back to School Night Report Card	YES	Sign In Sheets Parent/Student Handbooks	The family engagement opportunities identified did lead to an increase in awareness by parents of attendance policies

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Distribution School Play Grand Gospel Fest Garden State Scholars Conference		Ticket Sales	and school practices and expectations as identified in the Parent Student Handbook and in the distribution of Student Report Cards
ELA	Grades 9-12	Back to School Night Report Card Distribution School Play Grand Gospel Fest Garden State Scholars Conference	YES	Sign In Sheets Parent/Student Handbooks Ticket Sales	The family engagement opportunities identified did lead to an increase in awareness by parents of attendance policies and school practices and expectations as identified in the Parent Student Handbook and in the distribution of Student Report Cards
Math	Grades 9-12	Back to School Night Report Card Distribution School Play Grand Gospel Fest Garden State Scholars Conference	YES	Sign In Sheets Parent/Student Handbooks Ticket Sales	The family engagement opportunities identified did lead to an increase in awareness by parents of attendance policies and school practices and expectations as identified in the Parent Student Handbook and in the distribution of Student Report Cards

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Stanley Sumter

Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Grade 8 NJASK Scores, Read 180 Portfolio Assessments, STAR Assessments, NJDOE Unit 1-4 Assessments, IFL Unit Assessments, I&RS Referrals and Marking Period Grades	<p>As a result of the analysis of the data:</p> <p>Students were placed in the appropriate remedial courses such as Strategic Read 180.</p> <p>Students were also scheduled for Honors level courses, Dual Enrollment, and AP Literature and AP World History courses.</p> <p>Report Card Data for Marking Period I</p> <p>* It is worth noting that the current Seniors, the class of 2015 was the first students not required to take a Placement Assessment once accepted due to the School Choice program now in place.</p> <p>STAR Assessment data continues to demonstrate that students in all grade levels scored below proficiency in LAL. Spring Grade 9=83%, Grade 10=82%-Grade 11=38% and Grade 12=64%</p>
Academic Achievement - Writing	Grade 8 NJASK Scores, Read 180 Portfolio Assessments, STAR Assessments, NJDOE Unit 1-4 Assessments, IFL Unit Assessments, I&RS referrals and Marking Period Grades.	<p>As a result of the analysis of data:</p> <p>Students were placed in the appropriate remedial courses such as Strategic Read 180. Students were also scheduled for Honors level courses, Dual Enrollment, and AP Literature and AP World History courses.</p>
Academic Achievement - Mathematics	Grade 8 NJASK Scores, Read 180 Portfolio Assessments, STAR Assessments, NJDOE Unit 1-4 Assessments, IFL Unit Assessments, I&RS referrals and Marking Period Grades.	<p>As a result of the analysis of the data:</p> <p>Students were placed in the appropriate remedial courses such as Extended Algebra. Students are also scheduled for Honors level courses, and Pre-Calculus/Trig. STAR Assessments were higher in mathematics than in LAL. However scores continue to be lower in math on the Unit Assessments.</p>

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Family and Community Engagement	Back to School Night Report Card Distribution School Play Grand Gospel Fest Garden State Scholars Conference Parent Financial Aid Information Sessions, College Presentations	Students continue to encourage their parents to attend Report Card distribution night, because we have a contest. The class with the most parental involvement will receive a "No Uniform Pass."  Through engagement activities as noted, parents are becoming more involved in the activities because more students as well as faculty and staff are becoming more vested in their school community.
Professional Development	PD Sessions sign in sheets, Agendas, Conference Requests, Participation in the Professor in Residency Program held weekly throughout the school year.	Teachers of GMA continue to attend the many Professional Development opportunities presented at the school due to our partnership with William Paterson University. Our Professors in Residence (PIR) continue to ensure that our teachers have quality PD relevant to NJAchieve and Teach NJ. Agendas and Powerpoint presentations are crafted based on the needs of our teachers, namely, Math & the PARCC, Creating Meaningful SGOs, Inclusion Teaching, a Co Teaching Model, the Power of Words, identifying "Rigor", variations in instructional strategies, differentiated instruction, and preparing for the PARCC.
Leadership	Faculty Surveys, Student Surveys, Walkthrough Reports, Observations.	School leadership had many new initiatives and protocols this school year with the NJTeach and NJAchieve mandates. We have been preparing for full implementation for the last two years; therefore, this process was implemented with ease and fidelity.
School Climate and Culture	School leadership had many new initiatives and protocols this school year with the NJTeach and NJAchieve mandates. There was an increase in the level of accountability on everyone's part.	The degree of safety and support expressed by both students and staff continues. There was an increase in the number of student suspensions to 26% with the majority coming from the Grade 9 and 10 students. This could possibly be due to our inability to meet one on one with students to explain expectations prior to acceptance due to the District's School Choice option (Lottery.)
School-Based Youth Services	N/A	
Students with Disabilities	I&RS Referral Forms and Individual Educational Plans	Students with classifications receive support through their inclusion as well as pull out classes. Data to be analyzed would include the STAR

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Assessments, Unit Assessments and Marking Period Grades.
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	Grade 8 NJASK scores, STAR Assessments, NJDOE Unit Assessments in math and ELA, I&RS referrals, Marking Period grades and ACCESS Scores.	As a result of the analysis of data, students were placed in the appropriate remedial courses such as Extended Algebra and READ 180, STAR Assessments were higher in mathematics than in LAL. However, lower in Math on the Unit Assessments.
Economically Disadvantaged	Free/Reduced Lunch Status	The District of Paterson was the recipient of a grant which allowed all students to receive free lunch status, regardless of family income.

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

### **2015-2016 Comprehensive Needs Assessment Process\***

#### ***Narrative***

1. What process did the school use to conduct its Comprehensive Needs Assessment? The areas of concern continue to be increasing achievement in mathematics and LAL. Presenting meaningful professional development sessions in-house served as an impetus for determining our needs assessment.
2. What process did the school use to collect and compile data for student subgroups? The data collected came from the STARS Assessments for grades 9-12, and NJDOE Unit Assessments, and Benchmark Assessments used for the Student Growth Objective (SGO) process.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? We are mandated to provide certain assessments to our students. These assessments are provided by the State, IFL (Institute for Learning) and the District's SGO Assessments.
4. What did the data analysis reveal regarding classroom instruction? There is evidence of increases in classroom instructional practices as indicated in the overall scores of teacher evaluations for Standards 1-Preparation for Instruction, 2-Using Data to Drive Instruction and 3-Delivers Quality Instruction in particular from Round 1 to Round 3. For example: Standard 1A-Establish a culture of high expectations for learning and achievement went from 12.7% to 39.6% (Proficient 3); Standard 2C-Involve students in assessing their own learning increased from 7.5% to 37.7% (Proficient 3); Standard 3E-Deliver rigorous and relevant content increase from 17.9% to 37.7%.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? The data from Standard 4C-Adapt and modify instruction for the unique needs of learners reflected an increase from 6.4% to 31.9% which supports the ongoing PLC opportunities addressing differentiation and inclusion models of instruction.
6. How does the school identify educationally at-risk students in a timely manner? Through the I&RS Process. Also, after the first marking period of the school year, student report cards are analyzed for achievement. Those students who have earned a Grade Point Average (GPA) of below 2.0 are targeted by the classroom teacher for in-class support. The Teen Center and the Americorps volunteers also target those students for afterschool tutoring through their program. This year we established a chapter of the GARDEN STATE SCHOLARS PROGRAMS which directs its efforts to the male 9<sup>th</sup> grade students who are identified as "At Risk" based on social skills as well as academics determined by grade 8 assessments and report cards.
7. How does the school provide effective interventions to educationally at-risk students? Utilizing the below 2.0 list continues to be an important tool in identifying the At Risk student. Our Social Worker, I&RS Committee as well as our Clinician are available to address the needs of the At Risk student.

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

8. How does the school address the needs of migrant students? This demographic is not included in our school population.
9. How does the school address the needs of homeless students? This demographic is not included in our school population.
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Teachers have access to the STAR Assessment as well as the Unit Assessments through Performance Matters. Assessment data is shared with the instructional staff to assist in the development of lesson plans, differentiated instruction and Institute for Learning Principles and Practices. The partnership with William Paterson University and having two Professors in Residence has allowed our Professional Development opportunities to be extremely relevant and address the specific needs of our teachers.
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Annually, GMA sponsors a Freshmen Bridge Program for one week. In past years, we have focused mainly on mathematics and LAL. However, with the trend of School Choice and the Lottery Process, we now focusing our efforts on characterization and social maturity. Our program this summer will help our incoming students hopefully develop social skills.
12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? The Priority Problems were reviewed and discussed with all stakeholders. As we continue to support the District's Strategic Plan focusing on Priority I: Effective Academic Programs, Goal I: Increase Student Achievement and Priority III, Family and Community Engagement these three priority problems were once again selected.

***\*Provide a separate response for each question.***

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Increasing Achievement in Mathematics	Increasing Achievement in Language Arts Literacy
Describe the priority problem using at least two data sources	Students are not earning proficient or advanced proficient on NJDOE Unit Assessments in math. Students are not scoring At/Above Grade level on the STAR Assessments.	Students are not earning proficient or advanced proficient on the Unit Benchmark Assessments or At/Above Grade Level on the STAR Assessment in Language Arts.
Describe the root causes of the problem	Students are entering high school with below average skills in mathematics. -Entering students do not have the opportunity for a placement test to assess where they are and to ensure appropriate scheduling -An increase in the number of ELL and Sped students -Mobility rate of the mathematics teachers this year due to retirements	General Education students are entering Grade 9 with below average reading skills. Many of the students enter high school with a language barrier and we do not offer all classes in a students' native language. -Entering students do not have the opportunity for a placement test to assess where they are and to ensure appropriate scheduling
Subgroups or populations addressed	9-12 All students	9-12 All students
Related content area missed (i.e., ELA, Mathematics)	Algebraic Equations, Geometry Formulas	Reading Comprehension and Writing
Name of scientifically research based intervention to address priority problems	Extended Year Algebra/Algebra I - 1) All students in Grades K-12 (inclusive of all subgroups) will acquire the knowledge, skills, and competencies in solving high-level tasks using multiple representations to increase their speaking and writing about mathematical reasoning with an emphasis on the following abilities: •Describe the relationship between the mathematics in pictures, tables, graphs, equations, or contexts; relationship between representations in order to understand	Strategic Read 180 (WWC, July 2010) Language Program-a language arts intervention designed for struggling learners who score below the 40th percentile on standardized literacy tests, such as the STAR Assessment(WWC, 2013). -Every Instructional routine is organized in an "I do, We do, You do" format: • In "I do," the teacher explains and models the task. • In "We do," the teacher and students practice the

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	<p>mathematics.</p> <ul style="list-style-type: none"> <li>•Make connections between mathematical concepts.</li> <li>•Compare problem types and make connections to other tasks.</li> <li>•Make connections (similarities and differences) between solution paths.</li> </ul> <p>-I Can Learn Pre-Algebra and Algebra-is an interactive, self-paced, mastery based software system (WWC, 2009.)</p> <p>-Transition Mathematics-aims to increase 7<sup>th</sup>-12<sup>th</sup> grade students' skills in pre-algebra and pre-geometry (WWC, 2007)</p> <p>-Carnegie Learning Curricula and Cognitive Tutor-a secondary math curricula that offers textbooks and interactive software to provide individualized, self paced instruction based on student needs (WWC, Jan. 2013).</p>	<p>task together, followed by the students practicing that task with scaffolding from the teacher.</p> <ul style="list-style-type: none"> <li>• In "You do," students practice the newly learned skill independently. (Carmine, Sibert, Krame'enui, Tarver, &amp; Jungjohann, 2006)</li> </ul> <p>Note: Strategies to meet the SMART Goal are to be integrated during instruction from the month of September through June. Professional development and implementation should occur during the first 5 weeks of instruction.</p> <ol style="list-style-type: none"> <li>1. Independent Reading with Focus Questions (part in red was just added – please include)</li> <li>2. Text-Dependent Response Notebook (2-3 cognitively demanding entries per month)</li> <li>3. Tiered Intervention/Differentiated Instruction (Urgent - Intervention, On Watch, At Level or Above Level)</li> </ol>
How does the intervention align with the Common Core State Standards?	<p>The interventions support the CST of:</p> <p>Conceptual understanding</p> <p>Procedural fluency</p> <p>Deeper analysis of information</p>	<p>The interventions support the CCST of:</p> <p>Evidence based reading, writing and speaking</p> <p>Conceptual understanding</p> <p>Procedural fluency</p> <p>Deeper analysis of information</p> <p>Synthesis of evidence from multiple sources</p> <p>Progressive development</p> <p>Text complexity</p> <p>Coherence</p> <p>Argumentation and debate</p>

# SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

## 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Increasing Parent/Community Involvement	
Describe the priority problem using at least two data sources	Level of parental attendance from Marking Period 1 to Marking Period 3 continually reflects a decrease, especially among Grade 9 students. Low level of parent participation at school sponsored events and functions	
Describe the root causes of the problem	Language barriers Immigration status Employment Obligations	
Subgroups or populations addressed	-Parents -Students -Teachers	
Related content area missed (i.e., ELA, Mathematics)	ELA & Math	
Name of scientifically research based intervention to address priority problems	14 Activities: Building Capacity for Parental Involvement ( <a href="http://www.state.nj.us/education/title%20I/program">www.state.nj.us/education/title I/program</a> , 2014) Planning for Parental Involvement (Educationworld, May, 2014) District's Parental Engagement Plan	
How does the intervention align with the Common Core State Standards?	When parents are actively engaged in their student's education, it brings an enhanced sense of awareness of the academic expectations in math and language arts. Therefore, in being aware of the ELA and math curriculum which is aligned to the CCCS, parents are active participants.	

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Read 180 The Language Program	Teachers Administrators District Level Supervisors	Star Assessments Unit Assessments District SGO Benchmark Assessments	<p>READ 180 is designed for students whose reading achievement is below the proficient level. The class meets every day for 80 minutes. These sessions begin and end with whole group, teacher directed instruction. The sessions also include a period of small group activities where students rotate among direct instruction from the teacher, independent and computer work, and modeled and independent reading.(What Works Clearinghouse).</p> <p>The Language Program is for student who score in the 40th percentage on standardized literacy tests. The program includes six levels, A-F, each with six units of instruction and 10 lessons per unit. Students demonstrating a deficiency in basic decoding start the program at Level A. Students showing proficiency with beginning sounds/symbol correspondences but deficiencies at higher levels of word analysis start the program at Level C. The program also includes</p>

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					an online tool called VocabJourney. (What Works Clearinghouse)
Math	Students with Disabilities	<p>Extended Year Algebra-Pre-Algebra</p> <p>-I Can Learn Pre-Algebra</p> <p>Technology based-Interactive Math resources: Kaboodle Class Dojo</p>	Teachers Administrators District Level Supervisors	<p>Star Assessments</p> <p>Unit Assessments</p> <p>District SGO Benchmark Assessments</p>	<p>I Can Learn... is an interactive, self paced, mastery-based software system that includes I Can Learn Pre-Algebra strategies. (What Works Clearinghouse).</p> <p>Transition Math is a one year program which addresses different wording of problems, types of numbers, and contexts for problems and aims to promote mathematical reading skills. (What Works Clearinghouse)</p> <p>Kaboodle and Class Dojo are two interactive programs which allow students to enhance and practice algebra skills utilizing technology available in the classroom.</p>
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Read 180 The Language Program	Teachers Administrators District Level	<p>Star Assessments</p> <p>Unit Assessments</p> <p>District SGO Benchmark</p>	READ 180 is designed for students whose reading achievement is below the proficient level. The

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Supervisors	Assessments	<p>class meets every day for 80 minutes. These sessions begin and end with whole group, teacher directed instruction. The sessions also include a period of small group activities where students rotate among direct instruction from the teacher, independent and computer work, and modeled and independent reading.(What Works Clearinghouse).</p> <p>The Language Program is for student who score in the 40th percentage on standardized literacy tests. The program includes six levels, A-F, each with six units of instruction and 10 lessons per unit. Students demonstrating a deficiency in basic decoding start the program at Level A. Students showing proficiency with beginning sounds/symbol correspondences but deficiencies at higher levels of word analysis start the program at Level C. The program also includes an online tool called VocabJourney. (What Works Clearinghouse)</p>
Math	ELLs	Extended Year Algebra-Pre-Algebra -I Can Learn Pre-Algebra	Teachers Administrators District Level	Star Assessments Unit Assessments District SGO Benchmark	I Can Learn... is an interactive, self paced, mastery-based software system that includes I Can Learn Pre-Algebra strategies. (What

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Technology based- Interactive Math resources: Kaboodle Class Dojo	Supervisors	Assessments	Works Clearinghouse).  Transition Math is a one year program which addresses different wording of problems, types of numbers, and contexts for problems and aims to promote mathematical reading skills. (What Works Clearinghouse)  Kaboodle and Class Dojo are two interactive programs which allow students to enhance and practice algebra skills utilizing technology available in the classroom.
ELA	Economically Disadvantaged	Read 180 The Language Program	Teachers Administrators District Level Supervisors	Star Assessments Unit Assessments District SGO Benchmark Assessments	READ 180 is designed for students whose reading achievement is below the proficient level. The class meets every day for 80 minutes. These sessions begin and end with whole group, teacher directed instruction. The sessions also include a period of small group activities where students rotate among direct instruction from the teacher, independent and computer work, and modeled and independent reading.(What Works Clearinghouse).  The Language Program is for student who score in the 40th percentage on standardized

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					literacy tests. The program includes six levels, A-F, each with six units of instruction and 10 lessons per unit. Students demonstrating a deficiency in basic decoding start the program at Level A. Students showing proficiency with beginning sounds/symbol correspondences but deficiencies at higher levels of word analysis start the program at Level C. The program also includes an online tool called VocabJourney. (What Works Clearinghouse)

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Math		<p>Extended Year Algebra-Pre-Algebra -I Can Learn Pre-Algebra</p> <p>Technology based- Interactive Math resources: Kaboodle Class Dojo</p>	<p>Teachers Administrators District Level Supervisors</p>	<p>Star Assessments Unit Assessments District SGO Benchmark Assessments</p>	<p>I Can Learn... is an interactive, self pace, mastery-based software system that includes I Can Learn Pre-Algebra strategies. (What Works Clearinghouse).</p> <p>Transition Math is a one year program which addresses different wording of problems, types of numbers, and contexts for problems and aims to promote mathematical reading skills. (What Works Clearinghouse)</p> <p>Kaboodle and Class Dojo are two interactive programs which allow students to enhance and practice algebra skills utilizing technology available in the classroom.</p>
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*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

*ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Read 180 The Language Program	Teachers Administrators District Level Supervisors	Star Assessments Unit Assessments District SGO Benchmark Assessments	<p>READ 180 is designed for students whose reading achievement is below the proficient level. The class meets every day for 80 minutes. These sessions begin and end with whole group, teacher directed instruction. The sessions also include a period of small group activities where students rotate among direct instruction from the teacher, independent and computer work, and modeled and independent reading.(What Works Clearinghouse).</p> <p>The Language Program is for student who score in the 40th percentage on standardized literacy tests. The program includes six levels, A-F, each with six units of instruction and 10 lessons per unit. Students demonstrating a deficiency in basic decoding start the program at Level A. Students showing proficiency with beginning sounds/symbol correspondences but deficiencies at higher levels of word analysis start the program at Level C. The program also includes an online tool called VocabJourney.</p>

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					(What Works Clearinghouse)
Math	Students with Disabilities	<p>Extended Year Algebra-Alg I Algebra-Pre-Algebra -I Can Learn Pre-Algebra</p> <p>Technology based- Interactive Math resources: Kaboodle Class Dojo</p>	Teachers Administrators District Level Supervisors	Star Assessments Unit Assessments District SGO Benchmark Assessments	<p>I Can Learn... is an interactive, self pace, mastery-based software system that includes I Can Learn Pre-Algebra strategies. (What Works Clearinghouse).</p> <p>Transition Math is a one year program which addresses different wording of problems, types of numbers, and contexts for problems and aims to promote mathematical reading skills. (What Works Clearinghouse)</p> <p>Kaboodle and Class Dojo are two interactive programs which allow students to enhance and practice algebra skills utilizing technology available in the classroom.</p>
ELA	Homeless	N/A			
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Read 180 The Language Program	Teachers Administrators District Level Supervisors	Star Assessments Unit Assessments District SGO Benchmark Assessments	<p>READ 180 is designed for students whose reading achievement is below the proficient level. The class meets every day for 80 minutes. These sessions begin and end with whole group, teacher directed instruction. The sessions also include a period of small group activities where students rotate among direct instruction from the teacher, independent and computer work, and modeled and independent reading.(What Works Clearinghouse).</p> <p>The Language Program is for student who score in the 40th percentage on standardized literacy tests. The program includes six levels, A-F, each with six units of instruction and 10 lessons per unit. Students demonstrating a deficiency in basic decoding start the program at Level A. Students showing proficiency with beginning sounds/symbol correspondences but deficiencies at higher levels of word analysis start the program at Level C. The program also includes an online tool called VocabJourney. (What Works Clearinghouse)</p>

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Algebra-Pre-Algebra -I Can Learn Pre-Algebra  Technology based-Interactive Math resources: Kaboodle Class Dojo	Teachers Administrators District Level Supervisors	Star Assessments Unit Assessments District SGO Benchmark Assessments	I Can Learn... is an interactive, self pace, mastery-based software system that includes I Can Learn Pre-Algebra strategies. (What Works Clearinghouse). Transition Math is a one year program which addresses different wording of problems, types of numbers, and contexts for problems and aims to promote mathematical reading skills. (What Works Clearinghouse) Kaboodle and Class Dojo are two interactive programs which allow students to enhance and practice algebra skills utilizing technology available in the classroom.
ELA	All Grades 9-12	Read 180 The Language Program	Teachers Administrators District Level Supervisors	Star Assessments Unit Assessments District SGO Benchmark Assessments	READ 180 is designed for students whose reading achievement is below the proficient level. The class meets every day for 80 minutes. These sessions begin and end with whole group, teacher directed instruction. The sessions also include a period of small group activities where students rotate among direct instruction from the teacher, independent and computer work, and modeled and

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>independent reading.(What Works Clearinghouse).</p> <p>The Language Program is for student who score in the 40th percentage on standardized literacy tests. The program includes six levels, A-F, each with six units of instruction and 10 lessons per unit. Students demonstrating a deficiency in basic decoding start the program at Level A. Students showing proficiency with beginning sounds/symbol correspondences but deficiencies at higher levels of word analysis start the program at Level C. The program also includes an online tool called VocabJourney. (What Works Clearinghouse)</p>
Math	All Grades 9-12	<p>Algebra-Pre-Algebra</p> <p>-I Can Learn Pre-Algebra</p> <p>Technology based-Interactive Math resources:</p> <p>Kaboodle</p> <p>Class Dojo</p>	Teachers Administrators District Level Supervisors	Star Assessments Unit Assessments District SGO Benchmark Assessments	<p>I Can Learn... is an interactive, self pace, mastery-based software system that includes I Can Learn Pre-Algebra strategies. (What Works Clearinghouse).</p> <p>Transition Math is a one year program which addresses different wording of problems, types of numbers, and contexts for problems and aims to promote mathematical reading skills. (What Works Clearinghouse)</p>

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					Kaboodle and Class Dojo are two interactive programs which allow students to enhance and practice algebra skills utilizing technology available in the classroom.

*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

*ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	-"Teacher Talks" Sessions -Professional learning Communities Topic Include: Increased Instructional Strategies Recognizing Rigor Accountable Talk	PD Dept District Supervisors Administrators William Paterson University-Professor in Residence	Teach NJ-SGO Process	Student Think Alouds Studies showed that when faced with multistep problems, students frequently attempted to solve the problems by randomly combining numbers instead of implementing a solution strategy step by step. The process of encouraging students to verbalize their thinking by talking, writing, or drawing the steps they used in solving a problem was consistently effective (Effective Strategies for Teaching Students with Difficulties in Mathematics, NCTM.) Institute for Learning-10 Principles of IFL. Designing Questions- <a href="http://www.teachingchannel.org">www.teachingchannel.org</a> Academic Rigor-International Center for Leadership in Education CREC 2012 Blended Solutions Instructional Rigor Module The Face of Rigorous and Engaging Teaching and Learning-Peggy Hart, March 2010.
Math	Students with Disabilities	-"Teacher Talks" Sessions -Professional	PD Dept District Supervisors	Teach NJ-SGO Process	Student Think Alouds Studies showed that when faced with multistep problems, students frequently

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		learning Communities Topic Include: Increased Instructional Strategies Recognizing Rigor Accountable Talk	Administrators William Paterson University-Professor in Residence		attempted to solve the problems by randomly combining numbers instead of implementing a solution strategy step by step. The process of encouraging students to verbalize their thinking by talking, writing, or drawing the steps they used in solving a problem was consistently effective (Effective Strategies for Teaching Students with Difficulties in Mathematics, NCTM.) Institute for Learning-10 Principles of IFL. Designing Questions- <a href="http://www.teachingchannel.org">www.teachingchannel.org</a> Academic Rigor-International Center for Leadership in Education CREC 2012 Blended Solutions Instructional Rigor Module The Face of Rigorous and Engaging Teaching and Learning-Peggy Hart, March 2010.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	-“Teacher Talks” Sessions -Professional learning Communities Topic Include: Increased Instructional Strategies Recognizing Rigor Accountable Talk	PD Dept District Supervisors Administrators William Paterson University-Professor in Residence	Teach NJ-SGO Process	Student Think Alouds  Studies showed that when faced with multistep problems, students frequently attempted to solve the problems by randomly combining numbers instead of implementing a solution strategy step by step. The process of encouraging students to verbalize their thinking by talking, writing, or drawing the steps they used in solving a problem was consistently effective (Effective Strategies for Teaching Students with Difficulties in Mathematics, NCTM.)  Designing Questions- <a href="http://www.teachingchannel.org">www.teachingchannel.org</a>  Academic Rigor-International Center for Leadership in Education CREC 2012 Blended Solutions Instructional Rigor Module  The Face of Rigorous and Engaging Teaching and Learning-Peggy Hart, March 2010.  Institute for Learning-10 Principles of IFL.
Math	ELLs	-“Teacher Talks” Sessions -Professional	PD Dept District Supervisors	Teach NJ-SGO Process	Student Think Alouds  Studies showed that when faced with multistep problems, students frequently

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		learning Communities Topic Include: Increased Instructional Strategies Recognizing Rigor Accountable Talk	Administrators William Paterson University-Professor in Residence		attempted to solve the problems by randomly combining numbers instead of implementing a solution strategy step by step. The process of encouraging students to verbalize their thinking by talking, writing, or drawing the steps they used in solving a problem was consistently effective (Effective Strategies for Teaching Students with Difficulties in Mathematics, NCTM.) Designing Questions- <a href="http://www.teachingchannel.org">www.teachingchannel.org</a> Academic Rigor-International Center for Leadership in Education CREC 2012 Blended Solutions Instructional Rigor Module The Face of Rigorous and Engaging Teaching and Learning-Peggy Hart, March 2010. Institute for Learning-10 Principles of IFL.
ELA	Economically Disadvantaged	-“Teacher Talks” Sessions -Professional learning Communities Topic Include: Increased Instructional	PD Dept District Supervisors Administrators  William Paterson	Teach NJ-SGO Process	Student Think Alouds Studies showed that when faced with multistep problems, students frequently attempted to solve the problems by randomly combining numbers instead of implementing a solution strategy step by step. The process of encouraging

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***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Strategies Recognizing Rigor Accountable Talk	University- Professor in Residence		students to verbalize their thinking by talking, writing, or drawing the steps they used in solving a problem was consistently effective (Effective Strategies for Teaching Students with Difficulties in Mathematics, NCTM.) Designing Questions- <a href="http://www.teachingchannel.org">www.teachingchannel.org</a> Academic Rigor-International Center for Leadership in Education CREC 2012 Blended Solutions Instructional Rigor Module The Face of Rigorous and Engaging Teaching and Learning-Peggy Hart, March 2010. Institute for Learning-10 Principles of IFL.
Math	Economically Disadvantaged	-“Teacher Talks” Sessions -Professional learning Communities Topic Include: Increased Instructional Strategies Recognizing Rigor Accountable Talk	PD Dept District Supervisors Administrators William Paterson University-Professor in Residence	Teach NJ-SGO Process	Student Think Alouds Studies showed that when faced with multistep problems, students frequently attempted to solve the problems by randomly combining numbers instead of implementing a solution strategy step by step. The process of encouraging students to verbalize their thinking by talking, writing, or drawing the steps they used in solving a problem was consistently effective (Effective Strategies for Teaching Students with

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

**ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>Difficulties in Mathematics, NCTM.)</p> <p>Designing Questions- www.teachingchannel.org</p> <p>Academic Rigor-International Center for Leadership in Education CREC 2012</p> <p>Blended Solutions Instructional Rigor Module</p> <p>The Face of Rigorous and Engaging Teaching and Learning-Peggy Hart, March 2010.</p> <p>Institute for Learning-10 Principles of IFL.</p>
Math		<p>-“Teacher Talks” Sessions</p> <p>-Professional learning Communities</p> <p>Topic Include: Increased Instructional Strategies</p> <p>Recognizing Rigor</p> <p>Accountable Talk</p>	<p>PD Dept</p> <p>District Supervisors</p> <p>Administrators</p> <p>William Paterson University-Professor in Residence</p>	Teach NJ-SGO Process	<p><i>Student Think Alouds</i></p> <p>Studies showed that when faced with multistep problems, students frequently attempted to solve the problems by randomly combining numbers instead of implementing a solution strategy step by step. The process of encouraging students to verbalize their thinking by talking, writing, or drawing the steps they used in solving a problem was consistently effective (Effective Strategies for Teaching Students with Difficulties in Mathematics, NCTM.)</p> <p>Designing Questions- www.teachingchannel.org</p>

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***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Academic Rigor-International Center for Leadership in Education CREC 2012 Blended Solutions Instructional Rigor Module The Face of Rigorous and Engaging Teaching and Learning-Peggy Hart, March 2010. Institute for Learning-10 Principles of IFL.

***\*Use an asterisk to denote new programs.***

***24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.***

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### Evaluation of Schoolwide Program\*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? **The Schoolwide Plan Committee consisting of representation from all stakeholder groups.** Will the review be conducted internally (by school staff), or externally? **The review will be conducted internally by all members of the team, including the community and parent members.** How frequently will evaluation take place? **The progress of this evaluation will be assessed in January, 2016 and the final assessment in June, 2016.**
2. What barriers or challenges does the school anticipate during the implementation process? **We are prepared to implement the strategies we have identified. However; as with any plans, there will always be unexpected mandates from the District and/or State which we must be flexible enough to effectively address.**
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **The stakeholders are well aware of the plan as it has been crafted for the 2015-2016 school year. Also, being that they exhibit a clear understanding of the academic as well as social culture and climate of the school, therefore; they support the vision of International.**
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **We will continue to assess perceptions through review of the specific initiatives of the plan as the year progresses as well as surveys and feedback from PD sessions.**
5. What measurement tool(s) will the school use to gauge the perceptions of the community? **Surveys and school culture and climate questionnaires.**
6. How will the school structure interventions? **Surveys and school culture and climate questionnaires.**
7. How frequently will students receive instructional interventions? **In some cases daily, such as, through the Extended Algebras course, others will be weekly through the SAT Prep classes provided after school and Saturdays for those students in the Garden State Scholars Program.**

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

8. What resources/technologies will the school use to support the schoolwide program? **Whatever is available via the Internet, video libraries, Edviation**
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **NJDOE Model Units, STAR Assessments and student Report Card data.**
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **Through meetings, committee sessions and through the schools' website.**

*\*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

### *ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services*

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

#### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Implementation of Epstein's Six Types of Involvement protocols to increase parental involvement in high schools	Teachers Administrators Parents	STAR Assessment Spring Benchmark Scores in ELA and Math -Grades 9-11	The recommendation to set consistently high standards for literacy and math outcomes for grades 4-12 also appears regularly in recent comprehensive documents on improving levels of adolescent literacy. For example, Reading at Risk: How States Can Respond to the Crisis in adolescent literacy, recently published by the National Association of State Boards of Education supports this research (pg 40).  Epstein's Six Types of Involvement (2004) provides suggestions and tips the Parent Liaison can utilize along with school Administration for parents/community.
Math	Students with Disabilities	Implementation of Epstein's Six Types of Involvement protocols to increase parental involvement in high schools	Teachers Administrators Parents	STAR Assessment Spring Benchmark Scores in ELA and Math -Grades 9-11	The recommendation to set consistently high standards for literacy and math outcomes for grades 4-12 also appears regularly in recent comprehensive documents on improving levels of adolescent literacy. For example,

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>Reading at Risk: How States Can Respond to the Crisis in adolescent literacy, recently published by the National Association of State Boards of Education supports this research (pg 40).</p> <p>Epstein's Six Types of Involvement (2004) provides suggestions and tips the Parent Liaison can utilize along with school Administration for parents/community.</p>
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Implementation of Epstein's Six Types of Involvement protocols to increase parental involvement in high schools	Teachers Administrators Parents	STAR Assessment Spring Benchmark Scores in ELA and Math -Grades 9-11	The recommendation to set consistently high standards for literacy and math outcomes for grades 4-12 also appears regularly in recent comprehensive documents on improving levels of adolescent literacy. For example, Reading at Risk: How States Can Respond to the Crisis in adolescent literacy, recently published by the National Association of State Boards of Education supports this research (pg 40).

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Epstein's Six Types of Involvement (2004) provides suggestions and tips the Parent Liaison can utilize along with school Administration for parents/community.
Math	ELLs	Implementation of Epstein's Six Types of Involvement protocols to increase parental involvement in high schools	Teachers Administrators Parents	STAR Assessment Spring Benchmark Scores in ELA and Math -Grades 9-11	<p>The recommendation to set consistently high standards for literacy and math outcomes for grades 4-12 also appears regularly in recent comprehensive documents on improving levels of adolescent literacy. For example, Reading at Risk: How States Can Respond to the Crisis in adolescent literacy, recently published by the National Association of State Boards of Education supports this research (pg 40).</p> <p>Epstein's Six Types of Involvement (2004) provides suggestions and tips the Parent Liaison can utilize along with school Administration for parents/community.</p>
ELA	Economically Disadvantaged	Implementation of Epstein's Six Types of Involvement protocols to increase parental involvement in high schools	Teachers Administrators Parents	STAR Assessment Spring Benchmark Scores in ELA and Math -Grades 9-11	The recommendation to set consistently high standards for literacy and math outcomes for grades 4-12 also appears regularly in recent comprehensive documents on improving levels of adolescent literacy. For example, Reading at Risk: How States Can

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Respond to the Crisis in adolescent literacy, recently published by the National Association of State Boards of Education supports this research (pg 40).  Epstein's Six Types of Involvement (2004) provides suggestions and tips the Parent Liaison can utilize along with school Administration for parents/community.
Math	Economically Disadvantaged	Implementation of Epstein's Six Types of Involvement protocols to increase parental involvement in high schools	Teachers Administrators Parents *Home School Liaison -Parent Coordinator (If the position is restored at 200 Grand St)	STAR Assessment Spring Benchmark Scores in ELA and Math -Grades 9-11	The recommendation to set consistently high standards for literacy and math outcomes for grades 4-12 also appears regularly in recent comprehensive documents on improving levels of adolescent literacy. For example, Reading at Risk: How States Can Respond to the Crisis in adolescent literacy, recently published by the National Association of State Boards of Education supports this research (pg 40).  Epstein's Six Types of Involvement (2004) provides suggestions and tips the Parent Liaison can utilize along with school Administration for parents/community.
ELA	All Grades 9-12	Implementation of Epstein's Six Types of Involvement protocols to increase	Teachers Administrators	STAR Assessment Spring Benchmark Scores in ELA	The recommendation to set consistently high standards for

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		parental involvement in high schools	Parents *Home School Liaison -Parent Coordinator (If the position is restored at 200 Grand St)	and Math -Grades 9-11	literacy and math outcomes for grades 4-12 also appears regularly in recent comprehensive documents on improving levels of adolescent literacy. For example, Reading at Risk: How States Can Respond to the Crisis in adolescent literacy, recently published by the National Association of State Boards of Education supports this research (pg 40).  Epstein's Six Types of Involvement (2004) provides suggestions and tips the Parent Liaison can utilize along with school Administration for parents/community.
Math	All Grades 9-12	Implementation of Epstein's Six Types of Involvement protocols to increase parental involvement in high schools	Teachers Administrators Parents *Home School Liaison -Parent Coordinator (If the position is restored at 200 Grand St)	STAR Assessment Spring Benchmark Scores in ELA and Math -Grades 9-11	The recommendation to set consistently high standards for literacy and math outcomes for grades 4-12 also appears regularly in recent comprehensive documents on improving levels of adolescent literacy. For example, Reading at Risk: How States Can Respond to the Crisis in adolescent literacy, recently published by the National Association of State Boards of Education supports this research (pg 40).  Epstein's Six Types of Involvement (2004) provides suggestions and

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					tips the Parent Liaison can utilize along with school Administration for parents/community.

*\*Use an asterisk to denote new programs.*

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

### **2015-2016 Family and Community Engagement Narrative**

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? ? Increase student achievement and parent participation at Report Card Night and PTO Meetings. When parents attend these activities and events sponsored by the school, they have an opportunity to meet individually with the teachers of their students to speak specifically regarding the status of their child's academic growth. Also, during Report Card distribution, parents receive their student's Engrade Code and password so they may track the progress in a particular class. By attending PTO Meetings, parents are apprised of the upcoming assessments, how the results will be used and what they can do to prepare their students.
2. How will the school engage parents in the development of the written parent involvement policy? Create a committee via the Parent Teacher Organization and the Parent Liaison (now that we have this position) to craft a plan specific to this building which will include specific expectations of parents with consideration given to cultural expectations and norms. The previous policy did not include any stake holders from the school in its creation.
3. How will the school distribute its written parent involvement policy? Once I am aware that this parent involvement policy is available through the Parent Engagement Office, it will be located on our school website as well as through a home mailing.
4. How will the school engage parents in the development of the school-parent compact? I have not received any information requiring that we, as a school, create our individual compact. During the 2014-2015 school year, this pact was created and I was directed to mention it in the Schoolwide Report. As of yet, I have not been directed to do so.
5. How will the school ensure that parents receive and review the school-parent compact? Through the website and a mailing to homes. Parents can also sign for receipt of the policy during Back to School Night in September, 2015.
6. How will the school report its student achievement data to families and the community? Via the school and District website and media outlets, coordinated by the Director of Public Information.
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? A District generated communiqué will be forwarded to parents.
8. How will the school inform families and the community of the school's disaggregated assessment results? A District generated communiqué will be forwarded to parents.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Officers and members of the PTO as well as the Community Partners from the local colleges and universities are invited to participate in the creation of the School wide Plan. Notice will be sent home as well as through the PTO Meetings. The plan will so be available on the school's website.

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

- 10.** How will the school inform families about the academic achievement of their child/children? Progress Reports and Report Cards will be mailed home. Also, Parent-teacher Conferences.
- 11.** On what specific strategies will the school use its 2015-2016 parent involvement funds? We will encumber available funding for our Parent Financial Aid Night to provide refreshments and child care.

*\*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	14	There is no prescribed strategy in place to retain HQT on the building level. This responsibility is address on the District level.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	0	Instructional Assistants-Personal Aides are very support of the school culture which has been established at I.H.S.. The students they serve are in need of additional support based on the emotional or physical challenges and embrace the additional support they receive from Para Professionals.
	0	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>Garrett Morgan Academy is a setting that does not have a problem attracting highly qualified teachers. The school culture and environment which is safe, caring, and orderly with high expectations of student academic as well as social growth and development holds everyone accountable. This is reflected in the academic data this school has developed in the last three (3) years. The school suspension rate has increased in the last two years; however, the data will reflect that the majority of Out of School Suspensions are 9th and 10th Grade students. This is a result of the District's School Choice process and Code of Conduct.</p> <p>I am in no position to speak to what Human Resources established to attract and retain Highly Qualified Teachers.</p>	<p>Principal, Assistant Principal, Dept. Chair</p>